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ABSTRACT

This 1986 study of high school seniors addresses two topics. First, it reports seniors' attitudes toward and opinions about school, teachers, and school problems. Second, it compares the attitudes and opinions of high school seniors with those of Americans in general and those expressed by parents of high school students. Responses to questions in the following areas are reported: (1) attitudes concerning teachers and the teaching profession; (2) the quality of schools; (3) school activities; (4) school policies and practices; (5) the most serious problems facing public schools; (6) national testing; (7) liking school; (8) future plans of students; and (9) seniors, work, and money. Results are reported in percentages and comparisons are made with previous studies. Information on methodology and on the comparison studies are contained in an appendix. Disaggregated responses are shown for race, sex, type of school, and student grades. (VM)

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Study of High School Seniors Phi Delta Kappa 1986

by

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TABLE OF CONTENTS

1. INTRODUCTION.....	1
2. RESEARCH PROCEDURE	2
2.1 The Sample	2
2.2 The Report	3
3. SUMMARY OF FINDINGS	4
3.1 Attitudes Concerning Teachers	5
3.1.1 Quality of Teachers.....	5
3.1.2 Teacher's Traits.....	7
3.1.3 Match Between Importance and Exhibition of Traits.....	9
3.1.4 Teaching Practices and Problems.....	15
3.1.5 Becoming a Teacher	20
3.1.6 Comparison with Previous Studies of Parents	23
3.2 Quality of Schools	24
3.2.1 How Students Ranked Their Schools.....	24
3.2.2 Non-Public vs. Public School Senior Evaluations	27
3.2.3 Comparison with Parents	28
3.3 School Activities.....	30
3.4 School Policies and Practices.....	32
3.5 The Most Serious Problems Facing Public Schools	36
3.6 National Testing.....	39
3.7 Liking School	40
3.8 Future Plans of Students.....	43
3.9 Seniors, Work and Money	44
APPENDIX I. The Center for Survey Research and Demographics	46
APPENDIX II. Selected Crosstables.....	54

1. INTRODUCTION

This study of high school seniors was designed to address two different topics. First, it reports seniors' attitudes toward and opinions about school, teachers, and school problems. Second, it compares the attitudes and opinions of high school seniors with those of Americans in general, and in some instances, with those expressed by parents of high school students. Comparisons with general American and parental attitudes were drawn from prior and concurrent studies done by Phi Delta Kappa and The Gallup Organization. The Phi Delta Kappa/Gallup studies focus on public schools. This study has data concerning both public and non-public schools.

2. RESEARCH PROCEDURE

2.1. The Sample

The sample used for this study was comprised of 1712 high school seniors. During March of 1986 students were asked to respond during school hours to a mailback questionnaire. Students from schools of all sizes and in all parts of the continental U.S. were asked to participate. Both public and non-public (private and parochial) schools were included. High school principals were asked to supply rosters of their senior classes for the study, and questionnaires were administered to randomly chosen students. In some cases schools did not provide rosters, but instead provided the number of students in their senior class. In these cases, student numbers were chosen randomly and the questionnaires were administered to the students designated by the numbers. Appendix I contains a more detailed description of the sample and further information about the research design.

The findings in this report apply only to students in U.S. high schools and not to students in any one school or community. Local officials may wish to compare the national findings to responses to the same questions administered in their own schools. Some demographic groups (such as American Indians) found in this study are too small for statistical accuracy in analysis of the data, hence caution should be observed when reviewing results.

2.2. The Report

All previous studies cited in comparison sections of this report were conducted by The Gallup Organization in cooperation with Phi Delta Kappa. PDK/Gallup studies are done on an annual basis using in-home interviewing in all areas of the country and in all types of communities. Further information concerning these

studies can be obtained through Phi Delta Kappa or The Gallup Organization. For the purposes of this report, copies of final reports, and not the original data, were supplied to the Center for Survey Research by Phi Delta Kappa. Specific studies used are identified in the body of this report by the year the data was collected, but are not otherwise cited unless text is quoted. Direct quotes from any report are indicated by the use of quote marks and footnotes. All reports used for comparisons are listed in Appendix I, and the reader may review them if desired.

Summary of Findings

3.1. ATTITUDES CONCERNING TEACHERS

One of the major factors affecting education is the classroom teacher. In this section we will examine responses to several questions intended to reveal student attitudes toward teachers.

These attitudes are generally positive, like the attitudes of the general public and parents toward teachers, as reported in PDK/Gallup studies. Students generally ranked teachers highly in most categories, finding them capable in the areas most students considered to be important. Some students did find teachers to be lacking traits they believe to be important, however.

Students generally are not interested in becoming teachers. They tend to prefer teaching as a career even less often than parents have indicated they would choose it for their own children.

3.1.1. Quality of Teachers

Seniors were asked to grade teachers, using an A to F scale much like that used in most schools to grade students' classroom performance. Similar questions were asked of Americans in the 1986 Gallup study for PDK. Gallup identified the parents of high school age students in their sample and their responses are of interest when compared to those of the seniors. These responses are presented in the bottom row of the table on the next page.

The study shows that students respect their teachers' abilities, with an overwhelming majority (74.3%) giving teachers an A or B rating when asked to grade teachers. This finding is true for students in both public and non-public schools, with 83.6% of non-public school students giving their teachers an A or B.

The question:

Most schools use a letter grade system --A, B, C, D, F-- to evaluate the quality of work done by students. Using this same letter grade system, please evaluate the following:

The quality of your teachers.

	A+B %	A %	B %	C %	D %	F %
All Students	74.3	25.9	48.4	20.8	4.0	0.9
Private School Students	83.6	40.5	43.1	13.1	3.3	0.0
Public School Students	73.4	24.4	49.0	21.6	4.0	1.0
Parents (Gallup)	60	21	39	30	5	2

The question used by the PDK/Gallup study read as follows: Using the A, B, C, D, and F scale again, what grade would you give the teachers in the school your oldest child attends?

3.1.2. Teachers' Traits

Most students rated a variety of qualities to be very important among teachers including: understanding, friendliness, being organized, interesting, fair, knowledgeable, and competent. Most did not rate being strict or demanding as very important, but a majority did see both qualities as somewhat important.

The majority of students who rated a quality as very important indicated that most or all of their teachers exhibited those same qualities. However, there are some important mismatches.

Eight in ten (82.2%) students considered understanding to be a very important trait in a teacher. Almost as many judged fairness (78.0%) and knowledgeability (81.4%) to be very important traits. Strictness (10.3%) and being demanding (21.6%) were not seen as very important by most students.

The question:

The following is a list of traits or qualities that a teacher needs to help students in class. How IMPORTANT do you think each is in determining whether a teacher is superior? How important is it to be:

	Not at all Important %	Not Very Important %	Somewhat Important %	Very Important %
Understanding	.3	.5	17.0	82.2
Friendly	.3	2.4	37.7	59.6
Organized	.6	3.3	29.1	67.0
Interesting	.7	2.8	24.8	71.8
Creative	.8	9.7	45.9	43.7
Fair	.5	1.9	19.6	78.0
Knowledgeable	.3	1.5	16.9	81.4
Demanding	3.5	15.9	59.0	21.6
Competent	1.0	6.5	30.9	61.6
Strict	8.4	25.6	55.6	10.3

Students were also asked how many teachers had the various traits identified in the questionnaire. The following table shows that 57.8% found only a few teachers to be interesting and 63.4% found only a few teachers to be creative. The majority of students perceived that teachers generally possessed most of the other traits.

The question:

Now think of the teachers you have had in high school. How many of them have consistently exhibited the traits or qualities listed below? How many of your teachers have been:

	None of them %	Few of them %	Most of them %	All of them %
Understanding	.5	34.0	60.1	5.4
Friendly	.1	20.4	67.1	12.4
Organized	.4	30.9	61.6	7.2
Interesting	1.3	57.8	36.2	4.7
Creative	4.1	63.4	28.5	4.0
Fair	1.5	27.1	62.5	8.9
Knowledgeable	.4	12.6	62.1	25.0
Demanding	1.6	36.2	48.5	13.7
Competent	1.2	24.1	58.5	16.2
Strict	3.3	52.4	38.2	6.0

3.1.3. Match Between Importance and Exhibition of Traits

When the two questions are compared in a cross-tabulation, some interesting results appear. The tables below cross-tabulate the various teacher traits by the degree to which students find these characteristics in their teachers. Entries in the tables give the degree to which students find these qualities to be important and find these qualities in their teachers. For example, in the Understanding table, 82.2 % of the high school seniors ($N=1402$) thought understanding was a very important quality, and 60.9% of these students ($.609 \times 1402 = 854$) found it in most of their high school teachers. In contrast, 33% of the seniors ($.33 \times 1402 = 463$) stated that few of their teachers had this quality. Overall only .3% found understanding "not unimportant," and 60% of these students (3 of 5) state that their teachers had this trait.

UNDERSTANDING

	None %	Few %	Most %	All %	Total Row Frequency	Total Row %
Not Important	0	40	60	0	5	.3
Not Very Imp.	0	25	75	0	8	.5
Somewhat Imp.	.7	38.6	56.6	4.1	290	17.
Very Important	.5	33.0	60.9	5.6	1402	82.2

KNOWLEDGEABLE

	None %	Few %	Most %	All %	Total Row Frequency	Total Row %
Not Important	0	20.0	40.0	40.0	5	.3
Not Very Imp.	4.0	24.0	56.0	16.0	25	1.5
Somewhat Imp.	.7	19.7	64.4	15.1	284	16.9
Very Important	.2	10.9	61.8	27.0	1376	81.4

Eight of ten students marked understanding to be a very important trait. Yet fully a third of those believing the trait to be important found it in only a few teachers. Of those who thought the trait was somewhat important (17% of total responses), 38% found it in only a few teachers. Understanding and knowledge were the two traits most students agreed were very important. Students tended to find knowledge in their teachers. A substantial minority do not find understanding.

FRIENDLINESS

	None %	Few %	Most %	All %	Total Row Frequency	Total Row %
Not Important	20.0	20.0	60.0	0	5	.3
Not Very Imp.	0	26.8	70.7	2.4	41	2.4
Somewhat Imp.	0	19.4	69.4	11.2	643	37.7
Very Important	.1	20.7	65.7	13.5	1015	59.6

Most students, whether they valued friendliness or not, found most or all teachers to be friendly.

BEING ORGANIZED

	None %	Few %	Most %	All %	Total Row Frequency	Total Row %
Not Important	0	60	40	0	10	.6
Not Very Imp.	1.8	40.	56.4	1.8	55	3.3
Somewhat Imp.	.2	31.5	62.8	5.5	492	29.1
Very Important	.4	29.8	61.5	8.3	1138	67.0

Almost 30% of those students who stated that the ability of teachers to organize their work is very important report that none or few of their teachers are organized.

BEING INTERESTING

	None %	Few %	Most %	All %	Total Row Frequency	Total Row %
Not Important	9.1	54.5	18.2	18.2	11	.7
Not Very Imp.	2.2	73.9	15.2	8.7	46	2.8
Somewhat Imp.	1.7	55.1	38.	5.2	421	24.8
Very Important	1.1	58.1	36.5	4.3	1223	71.8

BEING CREATIVE

	None %	Few %	Most %	All %	Total Row Frequency	Total Row %
Not Important	15.4	46.2	30.8.	7.7	13	.8
Not Very Imp.	6.7	76.2	14.6	2.4	164	9.7
Somewhat Imp.	3.8	66	27.1	3.1	780	45.9
Very Important	3.5	58.2	33.0	5.3	739	43.7

Students who ranked being interesting and being creative as very important were less likely to find those qualities in most or all teachers. Over half of the students who ranked creativity and being interesting as somewhat important or very important found those qualities in only a few of their teachers.

BEING FAIR

	None %	Few %	Most %	All %	Total Row Frequency	Total Row %
Not Important	22.2	11.1	66.7	0	9	.5
Not Very Imp.	6.5	32.3	48.4	12.9	31	1.9
Somewhat Imp.	1.2	31.6	60.8	6.3	332	19.6
Very Important	1.2	25.9	63.4	9.4	1326	78.1

A major portion of students (78.1%) found fairness to be a very important quality. Yet, like understanding, a substantial minority (25.9%) of them found this quality in only a few teachers.

BEING COMPETENT

	None %	Few %	Most %	All %	Total Row Frequency	Total Row %
Not Important	23.5	29.4	17.6	29.4	17	1.
Not Very Imp.	5.5	55.5	32.7	6.4	110	6.5
Somewhat Imp.	1.0	31.3	58.3	9.4	520	30.9
Very Important	.5	16.7	62.4	20.4	1037	61.6

Ninety percent of the seniors found competence to be somewhat or very important. Most students also found most or all teachers had this trait. About 30% of those marking somewhat important indicated only a few teachers had this trait.

BEING DEMANDING

	None %	Few %	Most %	All %	Total Row Frequency	Total Row %
Not Important	10.3	41.4	25.9	22.4	58	3.5
Not Very Imp.	3.4	41.8	44.0	10.8	268	15.9
Somewhat Imp.	.6	36.0	51.1	12.4	995	59.0
Very Important	1.9	32.2	47.8	18.0	362	21.6

BEING STRICT

	None %	Few %	Most %	All %	Total Row Frequency	Total Row %
Not Important	13.0	48.6	28.3	10.1	138	8.4
Not Very Imp.	3.1	63.5	29.1	4.3	422	25.6
Somewhat Imp.	1.5	49.7	44.4	4.4	914	55.6
Very Important	5.8	43.0	38.4	12.8	172	10.3

Most students do not see these two qualities as very important, but students who did choose to rank strictness and being demanding as very important tended to indicate that they did not find it in most or all teachers. Over half of the students found each quality to be somewhat important (Demanding, 59% and Strict, 55.6%), but over half of those finding strictness somewhat important indicated they found it in few or none of their teachers.

3.1.4. Teaching Practices and Problems

Students were asked to indicate how often a series of problems related to teaching practices had arisen in their schools.

The table shows that one third (33%) of the seniors reported that teachers frequently gave special attention to favorite students. Another 48% said it happened sometimes. Only 11% said they frequently found teacher bias in assigning grades, but 44% said it occurred sometimes. Some 18.1% said other students' behavior disrupts learning frequently, and another 41.5% said it happens often.

The question:

The following is a list of problems that sometimes arise in high school. Please indicate how often each has occurred in your school while you have been a student, if it has occurred at all. Do so by checking the appropriate box after each problem listed.

	Never %	Rarely %	Sometimes %	Frequently %
Teachers give special attention to favorite students.	2.9	16.1	48.1	33.0
Teachers show bias in assigning grades.	9.4	34.3	44.8	11.5
Teachers give homework that is too long or difficult to complete on time.	5.8	37.8	44.7	11.7
Teachers do not know the subject well enough to teach it effectively.	21.7	50.6	24.9	2.8
Teachers do not use effective teaching methods.	7.8	37.2	46.7	8.2
Teachers seem to teach mainly for the benefit of top students.	13.1	36.4	38.9	11.6
Teachers waste too much time on things that are not important.	7.1	39.0	40.5	13.5
Teachers do not appear to care whether students learn the subject or not.	21.4	38.3	28.7	11.5

Other problems of interest were also listed and students were asked to indicate the frequency of occurrence.

The question:

The following is a list of problems that sometimes arise in high school. Please indicate how often each has occurred in your school while you have been a student, if it has occurred at all. Do so by checking the appropriate box after each problem listed.

	Never %	Rarely %	Sometimes %	Frequently %
Classes are too large for teachers to handle them effectively.	15.0	38.1	37.1	9.9
Classes are interrupted by frequent public address announcements.	18.7	54.7	18.7	7.8
Some students' behavior is so disruptive that many who want to learn cannot.	7.4	33.1	41.5	18.1
The presence of many slow students keeps classes from progressing satisfactorily.	16.9	49.1	29.6	4.4

Non-public school students saw all of these problems less often than public school students. This is probably due, at least partially, to the fact that most non-public schools are designed to alleviate many of the problems identified in these questions. The response is probably related also to the selectivity of most non-public schools. Note in the following table that no non-public school students agreed strongly with the statement that "My school does not place enough emphasis on traditional subjects...". More than nine in ten (93.6%) disagreed or strongly disagreed with that statement, whereas 78.1% of public school students disagreed or strongly disagreed with it. Non-public school students were more likely to strongly disagree with these statements than public school students. Some other demographic groups saw particular problems differently, but many of the

relationships are weak due to the small size of the groups. (See Appendix II for complete demographic breakdowns.)

	Strongly Disagree %	Disagree %	Neither %	Agree %	Strongly Agree %
"One of the most serious problems at my high school is poor discipline."					
Non-Public	31.4	53.2	10.3	3.8	1.3
Public	13.5	43.6	21.1	16.3	5.5
"Students at my high school are not required to work hard enough in their classes."					
Non-Public	22.4	53.8	14.1	8.3	1.3
Public	10.3	43.8	22.4	20.2	3.4
"Teachers in my school assign too little homework."					
Non-Public	35.9	51.3	10.3	2.6	.0
Public	18.7	46.4	25.5	8.2	1.2
"My high school does not place enough emphasis on training in character and citizenship."					
Non-Public	21.8	33.3	24.4	15.4	5.1
Public	6.7	24.5	31.1	30.0	7.6
"My high school does not place enough emphasis on developing students' ability to think."					
Non-Public	24.4	42.3	22.4	7.7	3.2
Public	9.9	33.2	21.4	26.1	9.4
"My high school does not place enough emphasis on traditional subjects such as English, history, math, and science."					
Non-Public	50.0	43.6	4.5	1.9	.0
Public	28.4	49.7	13.2	6.5	2.3
"There is not enough cooperation between school authorities and parents of students at my school."					
Non-Public	13.5	35.9	31.4	12.2	7.1
Public	6.7	25.6	33.8	23.8	10.1

3.1.5. Becoming a Teacher

An overwhelming majority of high school seniors (76.7%) said no when asked, "Would you like to become a teacher?" Breaking down the seniors by demographic categories (sex, race, type of school attended, etc.) shows some groups more inclined to say yes, but students of all types do not want to become teachers.

When asked "Why not?," seniors most often gave one of three answers:

Teachers are underpaid (28.4%)
 Too many problems/stress/frustration (24.3%)
 Like another occupation (18.5%).

Over half of the respondents cited a problem with the profession. High school seniors see teaching as a difficult and under-rewarded profession. Few cited problems with teachers or school generally as a reason for not being a teacher, but correlations with other questions indicate that those who dislike school or give low teacher ratings tend to oppose teaching as a future profession.

Seniors who said they would like to be teachers were asked, "Why?" Almost a third (32.5%) said they liked helping or working with others. Teaching is seen by these seniors as a profession that gives opportunities for this kind of interaction.

Correlations

Using bivariate correlations, the choice of becoming or not becoming a teacher was compared to other questions asked of students. The data showed that the more students liked their own school, the more they were inclined to want to be teachers; that the higher students graded their own school, the more they were inclined to want to become teachers; and the higher that students graded their own teachers, the more they were inclined to want to become teachers. All the P values were

.001 and therefore significant. Loosely, this means the relationships shown have only one chance in 1000 of being due to chance. Normally correlations are considered significant as long as the significance level is at least .05, or loosely, that there are five chances in one hundred that the relationship is due to chance. (Further demographic breakdowns of this question are found in Appendix II.)

The question:

"Would you like to become a teacher?"

	Yes %	No %
Boys	17.0	83.0
Girls	27.2	72.8
Grades		
A/A-	22.6	77.4
B+/B/B-	24.1	75.9
C+/C	20.6	79.4
C-/D	15.3	84.7
Type of School		
Non-Public	17.1	82.9
Public	23.0	77.0
Region		
East	17.8	82.2
South	19.7	80.3
Midwest	25.1	74.9
West	27.1	72.9

The questions:

Would you like to become a teacher? Why Not?

	%	Frequency
Teachers are underpaid	28.4	351
Too many problems/stress/frustration	24.3	301
Low status/no respect/no recognition	2.8	35
Like another occupation	18.5	229
Not enough patience	8.9	110
Responsibilities too heavy	4.4	54
Not qualified	4.2	52
Other	8.6	164

Would you like to become a teacher? Why?

	%	Frequency
Help children learn	10.2	39
Repay society	3.9	15
Love children/relate to kids	8.1	31
Like helping/working with people/children	32.5	124
Like to teach	10.5	40
Could do a good job/better job	7.3	28
Rewarding profession	7.3	28
Teaching is important	3.1	12
Other	16.6	63

3.1.6. Comparison with Previous Studies of Parents

Parents were asked in several previous studies whether or not they would like to have their children take up public school teaching as a career. "In 1969, 75% of parents said they would like to see one of their children enter public school teaching as a career. In 1983, only 45% said this."¹ In 1984 the question was asked with reference to a daughter or a son, but the percentages saying yes remained about the same (50% for daughters, 46% for sons). Although parents' interest in a teaching career for their children has dropped steadily over the years, parents still are more willing to choose teaching as a career for their children than seniors indicated they are willing to choose such a career for themselves. While it has been two years since the the teaching career questions were asked of parents in the PDK/Gallup studies, it is unlikely that parents' attitudes about teaching as a career have changed at a more rapid pace than has been evident over the 14 years the question was asked.

Thus, there is a marked difference between how students perceive a career as a teacher and how their parents see it. This difference may be accounted for by the fact that students are generally closer to teachers, schools, etc. Students may see the problems associated with teaching more clearly than do parents. Another explanation may be that parents are aware that most jobs have frustrations or problems and that salary problems may be associated with many jobs. (Note that in a 1985 study of Americans, 42% of parents said teachers' salaries were about right.)²

1. Stanley M. Elam, editor, 1984:92 "The Phi Delta Kappa Gallup Polls of Attitudes Toward Education 1969-1984: A topical summary."

2. Alec M. Gallup, 1985:20 "Seventeenth Annual Study of the Public's Attitudes Toward The Public Schools", The Gallup Organization, Inc., Princeton, N.J. Also, 38% of

3.2. QUALITY OF SCHOOLS

Every year since 1969, Gallup/PDK polls of the American public have measured attitudes about the quality of schools nationally. Seniors were asked to grade schools in the same way the general public has been asked to grade them in the past. The 1986 Gallup study figures were used for a comparison of the public's responses with the seniors' responses.

Generally, students graded their own schools highly, just as they had their teachers. They did not grade local schools and schools nationally as highly as they graded their own schools, following the same pattern that has been noted among the general public. Generally, however, seniors graded schools -- whether their own, the local, or the national -- somewhat higher than the general public.

3.2.1. How Students Ranked Their Schools

Students of all kinds found their schools to be of high quality, with 72.2% giving their school an A or B. Of all students, 24.1% gave their school an A.

Students with higher grades were more likely to give their school an A than students with average or below average grades. (Some 38.5% of students with an A average gave their own school an A; only 23.8% of students receiving a B average and 16.5% of students with a C average or lower gave their own school an A.) Students planning to attend a four-year college and those planning to go on to graduate school graded their school an A more often than those planning to attend a

parents agreed salaries were too low. And, in the 1986 Gallup study, 49% of survey respondents, when asked what salary teachers should make selected a figure that is higher than what they think teachers actually make. Alec M. Gallup, 1986:115 "Eighteen Annual Survey of the Public's Attitudes Toward The Public Schools," The Gallup Organization, Inc., Princeton, N.J. Parents may be more realistic about salaries as a problem, but a large portion do see teachers as underpaid.

technical school or to join the armed forces. Non-public school students choose an A grade almost twice as often as public school students (42.6% vs. 22.2%).

Other groups giving their schools an A more often than the total sample were those whose parents have more than a college education (37.7% of those whose father had done graduate work, and 41.9% of those whose mother had done graduate work), those in an academic program of study (27.1%), and those who worked five hours or less a week (27.7%). Most of the differences between groups become very small when A and B scores are added together, indicating that most groups find their own school to be above average. Many of these demographic groups are small and differences may not be statistically significant. (More demographic breakdowns are found in Appendix II.)

The question:

How do you rate the quality of your school?

	A %	B %	C %	D %	F %
Boys	24.3	46.8	25.1	3.0	0.8
Girls	23.9	49.1	22.7	3.7	0.7
HS Program					
Academic	27.1	48.8	20.9	2.6	0.6
Vocational	16.4	46.2	31.2	5.5	0.8
Grades					
A/A-	38.5	44.5	14.8	1.4	0.7
B+/B/B-	23.8	51.1	21.0	3.6	0.6
C+/C	16.5	46.0	32.4	4.7	0.4
C-/D	16.4	42.6	36.1	0.0	4.9
Type of School					
Non-Public	42.6	43.9	11.6	1.9	0.0
Public	22.2	48.5	25.0	3.5	0.8

3.2.2. Non-Public vs. Public School Senior Evaluations

Non-Public school students tended to grade their own school and their own teachers higher than did public school students. But when asked to grade public schools in the community or in the nation, non-public school students tended to choose lower grades for schools more often. All students tended to grade schools they knew more about (that is, their own, then local) more highly than those they did not know, but non-public high school seniors were far more likely to give a lower grade to local and national schools than public school seniors. This is probably a direct reflection of a prime reason non-public school students attend private schools: the perceived quality of education. Students are probably reflecting parental values, since parents must participate in the decision to attend a private school.

PUBLIC VS. NON-PUBLIC

Evaluation of Quality of Own School

	A %	B %	C %	D %	F %
Non-Public	42.6	43.9	11.6	1.9	0.0
Public	22.2	48.5	25.0	3.5	.8
All	24.1	48.1	23.8	3.4	.7
Quality of Teachers					
Non-Public	40.5	43.1	13.1	3.3	0.0
Public	24.4	49.0	21.6	4.0	1.0
All	25.9	48.4	20.8	4.0	.9
Quality of Public Schools in Community					
Non-Public	3.3	28.9	37.5	25.7	4.6
Public	8.7	45.9	39.0	5.8	.7
All	8.2	44.3	38.8	7.6	1.0
Quality of Public Schools in Nation					
Non-Public	.7	26.3	53.9	17.1	2.0
Public	6.3	36.2	48.2	8.8	.5
All	5.7	35.3	48.8	9.5	.7

3.2.3. Comparison with Parents

Students generally graded their own schools higher than the parents in the Gallup study graded the schools their high school age children attend. A full 72% of students gave their own school an A or B. Only 57% of parents gave their child's school an A or B. Parents have been found to grade schools higher than non-parents, and almost all groups grade schools they know more about (own, local) as better. Thus, the tendency of students to grade their own schools so high may reflect the fact that the students are even more familiar with schools than parents. Local schools fare a bit worse with seniors than with parents, with parents grading them A or B more often (55% vs. 52%). This may reflect student biases against rival schools, rather than local school quality. This seems especially likely, since seniors did rank schools nationally higher than parents did (41% A or B vs. 28%). Above-average students, as noted before, tended to grade their own school higher. Likewise, parents who reported their children as having above-average grades graded their children's schools higher, but again did not tend to pick A or B as often as students did.

The question:

Most schools use a letter grade system --A, B, C, D, F-- to evaluate the quality of work done by students. Using the same letter grade system, please evaluate the following:

Distribution of A Plus B Responses

	Pub Sch. Parents %	U.S. Pub. %	No Child In Sch. %	H.S. Srs. %	Pub. Sch. Srs. %	Non Pub. Srs. %
Schools National	28	28	28	41	42	27
Schools Locally	55	41	36	52	55	32
*Childs/Own School	57			72	71	86
*Childs/Own Grades Above Average	73			83		
Teachers where *Child/Snr. Attends	65			74	73	84

*Child is of High School Age

3.3. SCHOOL ACTIVITIES

Students were asked to evaluate several school activities on two different criteria. First they were asked to check the three activities they liked best. Then they were asked to check the three activities they found most valuable.

The activities liked best by most students were:

Socializing with other students (69.5%)
Attending certain classes (64.4%)
Participating in sports (44.4%).

The activities most students found valuable were:

Attending certain classes (77.7%)
Socializing with other students (48.8%)
Participating in sports (36.7%).

While students clearly see the value of their course work, these responses also indicate that students spend time socializing and that almost half of them consider it valuable. This sense of value is interesting. It is not surprising that students enjoy socializing; that so many consider it valuable is surprising.

The Question:

Thinking of all the things you do or have done in school, which do you LIKE best?
CHECK NO MORE THAN THREE.

Now looking at this same list, which do you consider most VALUABLE? As
before, select NO MORE THAN THREE activities.

	Like %	Valuable %
Attending Certain Classes	64.4	77.7
Working on student publications	8.1	12.4
Participating in music groups	15.2	12.7
Taking field trips as part of class work	32.6	22.7
Participating in sports	44.4	36.7
Working on individual or group projects (such as Science Fair, 4-H Club)	9.6	13.3
Socializing with other students	69.5	48.8
Participating in dramatic productions	9.2	6.4
Participating in student government	6.9	10.2

3.4. SCHOOL POLICIES AND PRACTICES

The seniors were asked to evaluate a series of statements about schools relating to policies and practices. The data show that high school seniors would like more opportunities to discuss school problems and would like more peer review of student behavior issues. Most seniors feel their school is providing enough help to students with academic difficulties, but feel personal problems do not get enough attention.

Students were asked to agree or disagree with a series of statements relating to school problems. The first of these related to poor discipline. Most students do not see discipline as a serious problem. In fact, 59.6% disagree or strongly disagree with a statement that it is. Only one in five (20.3%) agrees or strongly agrees. In another set of questions (section 3.1.3), the seniors indicated that other students sometimes disrupted the learning process. Yet here they disagree with the idea that discipline is a serious problem; that is, just because discipline problems sometimes arise does not necessarily mean such problems are serious.

In contrast, parents do think discipline is a serious issue. In the 1984 PDK/Gallup study parents were asked to rank the seriousness of discipline as a problem. Some 29% said it was very serious and 35% said it was fairly serious.³ Seniors also do not agree with statements saying that too little homework is assigned. In the 1985 PDK/Gallup study, 49% of parents said high school students should be assigned more homework.

Other issue statements show that students do believe the traditional subjects

3. Stanley M. Elam, editor, 1984:94, "The Phi Delta Kappa Gallup Polls of Attitudes Toward Education 1969-1984: A topical summary."

(English, science) get enough attention in their schools, but that a fairly large group believe more emphasis is needed on character, citizenship, and on learning to think. (See Appendix II for demographic breakdowns on these questions.) It is also interesting to note that this series of questions appeared in the questionnaire prior to the open-ended question about serious problems (see section 3.5). The problems listed do not seem to have influenced the choices made by the seniors when responding to the open-ended question.

The question:

The following are statements that people sometimes make about high schools. Applying each statement to the school you presently attend, indicate whether you strongly disagree, disagree, neither agree or disagree, agree, or strongly agree.

	Strng Dsagr %	Dsagr %	Neither %	Agr %	Strng Agr %
One of the most serious problems at my high school is poor discipline.	15.1	44.5	20.2	15.2	5.1
Students in my school are not required to work hard enough in their classes	11.4	44.7	21.7	19.1	3.2
Teachers in my school assign too little homework.	20.2	46.8	24.1	7.7	1.1
My high school does not place enough emphasis on training in character and citizenship.	8.1	25.3	30.5	28.7	7.4
My high school does not place enough emphasis on developing student's ability to think.	11.2	34.1	21.5	24.4	8.9
My high school does not place enough emphasis on traditional academic subjects, such as English, history, math and science.	30.3	49.1	12.4	6.1	2.0
There is not enough cooperation between school authorities and parents of students at my school.	7.3	26.6	33.6	22.8	9.8

The question:

Please indicate whether you agree or disagree with the following statements as they apply to the high school you presently attend.

	Strng Dsagr %	Dsagr %	Neither %	Agr %	Strng Agr %
Students in my school are given enough responsibility in establishing rules of conduct.	10.0	28.9	19.4	38.2	3.5
Students in my school are given enough responsibility for judging the behavior of fellow students and assessing penalties for misconduct.	14.4	36.9	23.6	22.7	2.3
My school provides enough opportunities for student discussion of school problems.	21.1	35.3	14.7	24.6	4.3
My school provides enough help to students with personal problems.	13.5	23.2	23.9	32.1	7.4
My school provides enough help to students with academic difficulties.	6.2	15.6	20.9	45.9	11.4

3.5. THE MOST SERIOUS PROBLEMS FACING PUBLIC SCHOOLS

The PDK/Gallup studies have always asked Americans what they believe to be the most serious problem facing the public schools. This year, for the first time, drugs were named more often than any other as the biggest problem. The traditional first choice of the past, discipline, is the second choice this year. Also, parents named drugs more often than any other problem. (See 1986 PDK/Gallup report for an analysis of parent and American public responses mentioned in this section.) Both CSR and Gallup used an open question allowing multiple responses.

The PDK/CSR survey found some similarities with the PDK/Gallup studies when asking high school seniors to name the most serious problem facing their own high schools. Drugs was mentioned as a serious problem by 19.6% of the seniors. More seniors mentioned abuse of drugs than any other specific problem. Almost four in ten (37.6%) named some form of substance abuse (alcohol, tobacco, lack of rules dealing with substance abuse) when answering this question.

However, other answers relating to school problems were very different from those cited by Americans in general, including public school parents.⁴ The answers given by students fell into several broad classifications, with some more specific sub-categories. Almost three in ten (29.6%) mentioned an issue relating to curriculum. Over half (52%) mentioned a form of student behavior (not including drug usage or specific discipline issues). Discipline issues were mentioned by 35.2% of the students. The administrative staff was mentioned by 10% of the seniors and teacher related problems by 29.8%. Facilities were cited by 15.3% of the seniors and

4. Unlike some earlier questions, the parents who answered this question for PDK/Gallup are identified only as "public school parents", not by having high school age children or younger children.

problems with communication were mentioned by 20.4% of students.

The focus of problems mentioned by parents is different. While it is true that all but one ⁵ of the top ten categories of problems mentioned by parents in the Gallup study were also mentioned by the seniors, parents did not look at issues in the same way students did. Gallup respondents found lack of discipline to be a major problem, and lack of discipline was mentioned by 8% of the seniors surveyed. But 17.2% of the seniors said their school was too strict or has too many rules. Discipline is an issue for students, but they disagree about the focus of the issue. Just as was seen before, while seniors do see behavior disruptions, they tend to consider other problems as more serious. Similar differences appear in other issues. More students noted that the curriculum was too difficult than cited poor curriculum/standards. But parents cited poor curriculum and standards. In the following table, broad classifications are listed, followed by the more specific problem categories students mentioned. A complete listing of verbatim responses is available upon request.

5. Students did not mention the difficulty of getting good teachers.

What do you consider the most serious problems in your high school, if there are any serious problems? List as many as you think of.

	%	Frequency of Resp.
STUDENT BEHAVIOR	52.0	888
Lack of interest in school/truancy/tardiness	17.1	292
Vandalism/stealing	5.1	88
Racial problems	7.8	133
Disruptive behavior/disrespect others	13.6	232
No school spirit/bad moral	5.8	99
Too much emphasis on popularity/stuck-up	2.3	39
SUBSTANCE ABUSE	37.6	643
Use of drugs	19.6	340
Use of alcohol	10.3	176
Use of tobacco	7.1	121
Rules/classes needed on drugs	.3	6
DISCIPLINE PROBLEMS	35.2	603
Lack of discipline/rules	8.0	137
Too strict/too many rules	17.2	294
Inconsistent rules	5.3	90
Dislike specific rules	4.8	82
CURRICULUM PROBLEMS	29.6	507
Too hard/requirements too high	5.7	98
Lack course of study/narrow curr.	7.5	128
Wrong emphasis/college emphasis	2.0	35
Lack of/too much extracurricular/sports	6.0	103
Too easy/requirements low/goals low	3.0	51
Class/course structure wrong	5.4	92
TEACHER PROBLEMS	29.8	510
Teachers incompetent	9.8	167
Teachers uncaring/unfair/unreasonable	13.4	229
Teachers use poor methods	2.4	41
Not demanding enough/too demanding	2.7	46
Misc.	1.6	27
COMMUNICATION PROBLEMS	20.4	350
Lack of communication bet. students	9.6	96
Poor commun. bet. stdnts and tchrs.	4.7	81
Poor relations bet. prnts/stdnts/tchrs	4.7	81
No guidance/no help w/personal probs	5.3	92
FACILITIES INADEQUATE/CROWDED/LACKING	15.2	262
ADMINISTRATION/STAFF	12.1	208
Personnel unfair/incompetent/unfriendly	6.9	119
Lunch related problems	4.3	74
Outside interference	8.7	15
MISCELLANEOUS	25.8	187

3.6. NATIONAL TESTING

Students agree that passing a national competency test should be a requirement for graduation from high school. Six of ten (60.5%) agreed or strongly agreed with the statement "To receive a regular diploma, all high school students should be required to pass a minimum competency test." Parents and the general public have tended to favor national testing and tests for graduation. In 1981 Gallup noted that 69% of the public favored such testing.

Students do not see work experience as a necessary ingredient for graduation from high schools. Only one of five (21.8%) agree or strongly agree with this statement.

The question:

Please indicate whether you agree or disagree with these next two statements regarding requirements for graduation from high school.

	Strng Dsagr %	Dsagr %	Neither %	Agr %	Strng Agr %
To receive a regular diploma, all high school students should be required to pass a minimum competency test.	8.0	16.7	14.7	37.0	23.5
Work experience in a place of business, government agency, or the like should be required for graduation from high school.	21.3	39.2	18.1	15.9	5.9

3.7. LIKING SCHOOL

Most students liked school. In fact, 18.9% of the seniors said they liked school very much. On a scale of zero to four, with zero being "Do not like my school at all," 64.7 percent marked a three or four. Under ten percent (9.1%) rated their feelings as a zero or one. Those who dislike school tend to note either problems with other students or problems with teachers as the reason for the dislike. One-third of those disliking school named a teacher-related problem, with teacher incompetence specifically being named by 19.2%. Discipline-related responses account for 26.3%, with the major response category being "too many rules." Personal problems (lonely, too boring) account for 18.6%. Other student-related problems were cited by 36%, with 16.6% saying students were inconsiderate.

These kinds of responses show again that students have problems with relationships that affect their feelings about school.

Of the students who liked school, over a third (36.8%) named teachers or administrators as the reason why. The quality of the staff very strongly affects the way students feel about school. Another important factor for those liking school is that they have friends at school.

Correlations with other Questions

Responses to this question were correlated with students' grades and with the A-F quality scale for teachers and school. All correlations were found to be significant ($P=.001$). The higher students rated their teachers, the higher they rated their schools or the higher their grades were, the more likely they were to like school. (Demographic comparison for this question are found in Appendix I.)

The question:

Why do you DISLIKE your high school? (totals more than 100% due to multiple answers.) [Answers in () are a subset of the preceeding response.]

	%
Teacher Problems	33.3
(teacher incompetence)	(19.2)
Discipline Problems	26.3
(too many rules)	(18.6)
Student Problems	36.5
(students inconsiderate)	(16.6)
Administration/Staff	19.2
Curriculum	17.3
Physical Facilities	19.2
Personal Problems	18.6

The question:

Why do you LIKE your high school? (totals more than 100% due to multiple answers)

	%
Quality of teachers, administrators	36.8
Many good friends/students friendly	32.6
Good school spirit/family type	14.3
Teachers care/helpful	14.2
Size: small, allows personal help	13.9
Variety of courses	13.0
High academic standards	11.0
Provides well rounded education	9.4
Extracurricular programs	9.4
Outstanding athletic program	6.7
Good facilities/new, modern, safe, clean	5.7
It's fun	4.8
Good discipline/students well-behaved	4.5
Curriculum/vocational courses	3.7
Freedom to be self	3.4
Emphasizes importance of learning	2.2
Variety of people	1.7
Provides more opportunities	.9

The question:

How do you feel about the school where you are now enrolled?

	Don't like at all %	Somewhat dislike %	Neutral %	Somewhat like %	Very Much like %
Boys	1.9	6.6	26.5	45.6	19.3
Girls	1.8	7.9	25.7	46.1	18.5
Grades					
A/A-	1.4	3.9	18.1	47.2	29.4
B+/B/B-	1.5	6.9	24.7	48.7	18.1
C+/C	2.2	9.4	33.3	39.8	15.2
C-/D	6.7	5.0	36.7	38.3	13.3
Type of School					
Non-Public	0.6	3.2	25.8	44.5	25.8
Public	1.9	7.7	26.2	46.0	18.2

3.8. FUTURE PLANS OF STUDENTS

A majority (66.1%) of the seniors believe that they probably (20.2%) or definitely (45.9%) will attend a four-year college. Only 17% of seniors say they probably or definitely will join the armed services.

About 54% of high school graduates actually do attend post-secondary schools.⁶

The question:

How likely is it that you will do each of the following things after high school?

	Def. will %	Prob. will %	Prob. won't %	Def. won't %
Attend a technical or vocational school	9.0	17.3	33.5	40.1
Serve in the armed forces	6.6	10.4	27.8	55.1
Attend a two-year college	17.2	19.9	33.7	29.2
Attend a four-year college	45.9	20.2	17.8	16.1
Attend graduate or professional school after college.	10.9	32.5	36.0	20.5

6. 1983-84 Digest of Education Statistics. U.S. National Center for Education Statistics. Washington, D.C.; Government Printing Office, 1984. pg. 94. The table shows what percent of the 1972 graduating class was in school over an 8-year period. During the first year 54% were enrolled.

3.9. SENIORS, WORK AND MONEY

Seven in ten (69.3%) of the seniors reported that they worked in a paid job outside the home. Some 39.2% report working between 11 and 25 hours per week. And 15.7% work more than 25 hours per week. Most students do not hold unpaid jobs, with only 32.2% reporting work outside the home on an unpaid job.

Students report income from two sources: jobs and allowances. Only 6% report no income from either source. Over half (52.9%) report that they do not receive any allowance. One fourth (25.4%) receive allowances between one and ten dollars per week. Some 16.6% receive between 11 and 25 dollars per week. Of the students who report earned income, 17.1% earned between one and thirty dollars per week. Some 37% report earning between fifty and one hundred twenty-five dollars per week.

Correlations with Other Questions

Students' work hours were compared with their grades, using bivariate correlations. The more paid hours students worked, the lower the grades they got. This correlation was significant ($P = .001$). Correlations with hours worked without pay indicated a similar relationship: more hours worked meant lower grades. This correlation was significant as well ($P = .006$). This means (loosely) that this relationship has only six chances in one thousand of being by chance.

The number of work hours and income reported by the seniors will surprise some educators and perhaps gives some indication of why the seniors tended to see courses as too hard or rules as too strict. The seniors who work tend to have lower grades. Also, students who work may feel more self-directed and resent rules which

are not geared for an almost self-supporting adult. (See Appendix I for questions and tables.)

Appendix I

THE CENTER FOR SURVEY RESEARCH

The Center for Survey Research is a full-service survey organization specializing in computer-assisted telephone interviewing. The Center is partially funded by Indiana University and is overseen by a 10-member Advisory Board appointed by the Dean for Research and Graduate Development. The CSR conducts public opinion polls and marketing studies for government agencies, social service and other non-profit organizations, and academic researchers. The Indiana Poll is an ongoing research project of CSR. The Center has two Co-Directors, Terry F. White and Robert Robinson; White is responsible for questionnaire design, sampling, and project development. (However, this project, aside from the final report, was conducted by Jon Masland, prior Co-Director.) Robinson, Director of the Institute for Social Research at I.U., Bloomington, acts primarily as liaison between the CSR and the University administration. Michael Greenwell, Data Collection Coordinator, oversees the data collection and manages a staff of experienced supervisors, interviewers, and coders. The Center for Survey Research is located within the Institute of Social Research and operates a computer-assisted telephone interviewing system (CATI) within a UNIX-PDP 11/44 computing environment.

SAMPLE SELECTION

The sample for this study was drawn from 560 schools. Originally 995 school principals were contacted and asked to participate in the study. The list of high school principals was obtained from Market Data Retrieval Services. MDRS is a Connecticut firm which provides mailing lists for a fee. They specialize in Educational Mailing Lists. Of the 560 school principals who agreed to participate, questionnaires were returned from 421 (75%). Of the students selected, 1712 of 2442 returned questionnaires (70%). Sizes of the senior class determined the number of students selected at each school, with the number selected ranging from two to ten. Students were either chosen randomly from enrollment lists of names or were given identification numbers which were randomly selected. The principals who chose to use numbers then administered the instruments to the students who corresponded to the number selected. (Please see sample letter to principals at the end of this section.)

Snr Class Size	Sent	Returned
1-99	249	168
100-199	123	101
200-299	84	71
300-400	46	34
400+	58	48

This method of drawing the sample leaves some concern about the sample. However, students of a variety of racial and socio-economic backgrounds were found to be included.

APPENDIX I

OCCUPATION OF PARENTS

One standard demographic question, family income, was not asked during the study because high school students were believed to be unlikely to have accurate information concerning parental income. To compensate for this missing information, parents' occupations were compared with NORC data.¹ The NORC respondents range in age from 18 to 64 while the parents of the CSR respondents must be old enough to have teen-age children. While the occupational groups are not exact, they are fairly good in most categories. Our sample's parents, because they are older, may have achieved higher status, thus showing a higher percentage of professionals and skilled trades and fewer clericals and service workers.

Occupation	NORC	CSR
Professional	16.5	21.7
Managerial	17.6	18
Clerical	21.0	16.5
Skilled Trades	11.4	16.0
Operatives	9.8	9.6
Transport/labor	6.3	6.1
Farmers/labor	2.5	2.8
Service	14.8	9.3

Additionally, using, father's occupation, father's education and homeownership, a variable representing Socio-economic status was constructed.

OTHER INFORMATION

The racial mixture of our sample was 9.6% black and 82.6% white. There were 9.2% non-public school students. The 1980 census showed the racial mixture of the U.S. to be 83% white and 11% black.² Public school enrollment in 1980 was 90.2% of all high school students, while 90.8% of the CSR study were enrolled in public schools.³

	Frequency	%
Whites		
Public School	1275	90.5
Non-Public School	134	9.5
Non-whites		
Public School	280	92.4
Non-Public School	23	7.6

1. Davis, James A. and Smith, Tom W.: General Social Surveys, 1972-1985. NORC ed. Chicago: National Opinion Research Center, producer, 1985; Storrs, CT.: Roper Public Opinion Research Center, University of Connecticut, distributor. pg.23. Data for 1983, 1984, and 1985 were used.

2. U.S. Census Bureau. Statistical Abstract of the United States 1986. Washington, D.C.; G.P.O., 1985.

3. 1983-84 Digest of Education Statistics. U.S. National Center for Education Statistics. Washington, D.C.; Government Printing Office, 1984. pg. 94.

APPENDIX I

The distribution of students as compared to the U.S. population was as follows:⁴

Population	Total in 1000s	US 1980 Census %	CSR Study %
Northeast	49,135	21.7	20.9
Midwest	58,866	26.0	27.3
South	75,372	33.3	33.4
West	43,172	19.1	18.5

GALLUP REPORTS USED

The following reports were used for comparisons in this report:

"The Phi Delta Kappa Gallup Polls of Attitudes Toward Education 1969-1984: A topical summary," Stanley M. Elam, editor.

"Seventeenth Annual Study of the Public's Attitudes Toward The Public Schools" 1985, Alec M. Gallup. The Gallup Organization, Inc. Princeton, N.J.

"Eighteenth Annual Survey of the Public's Attitudes Toward the Public Schools" 1986, Alec M. Gallup. The Gallup Organization, Inc. Princeton, N.J.

SURVEY DEMOGRAPHICS

What Region:

	Absolute Freq	Freq (%)
East	357	20.9
South	467	27.3
Midwest	571	33.4
West	317	18.5

Public or non-public school:

	Absolute Freq	Freq (%)
Non-public	157	9.2
Public	1555	90.8

4. U.S. Census Bureau. Statistical Abstract of the United States 1986. Washington, D.C.; G.P.O., 1985.

APPENDIX I

In what year were you born?

	Absolute Freq	Freq (%)
64	1	.1
65	3	.2
66	32	1.9
67	425	24.8
68	1214	70.9
69	17	1.0
70	4	.2
Missing	16	

Are you:

	Absolute Freq	Freq (%)
Male	792	46.3
Female	918	53.7
Missing	2	

Are you:

	Absolute Freq	Freq (%)
American Indian	16	.9
Black	163	9.6
Hispanic	70	4.1
Asian	23	1.3
White	1409	82.6
Other	24	1.4
Missing	7	

Which of the following best describes where you live?

	Absolute Freq	Freq (%)
Open country	237	14.0
On a farm	125	7.4
Small city	613	36.3
Medium City	309	18.3
Suburb	261	15.5
Large city	143	8.5
Missing	24	

APPENDIX I

Does your family rent or own the place where you live?

	Absolute Freq	Freq (%)
Rent	310	18.2
Own	1394	81.8
Missing	8	

What is the highest level of schooling your father completed?

	Absolute Freq	Freq (%)
Grade school	61	3.6
Some high school	194	11.4
Completed high school	548	32.2
Some college	275	16.1
Completed college	309	18.1
Graduate school	208	12.2
Don't know	109	6.4
Missing	8	

What is the highest level of schooling your mother completed?

	Absolute Freq	Freq (%)
Grade school	59	3.5
Some high school	182	10.6
Completed high school	664	38.9
Some college	319	18.7
Completed college	277	16.2
Graduate school	148	8.7
Don't know	60	3.5
Missing	3	

Was your father employed either full-time or part-time while you were growing up?

	Absolute Freq	Freq (%)
Yes	1643	97.3
No	46	2.7
Missing	23	

What kind of work did your father normally do when you were growing up; that is what was his job called? See above for discussion of occupation.
Additional information will be supplied upon request.

APPENDIX I

Was your mother employed either full-time or part-time while you were growing up?

	Absolute Freq	Freq (%)
Yes	1170	69.2
No	521	30.8
Missing	21	

What kind of work did your mother normally do when you were growing up; that is, what was her job called? See above for discussion of occupation. Additional information will be supplied upon request.

Which of the following best describes your present high school program?

	Absolute Freq	Freq (%)
Academic or college prep	1158	69.8
Vocational, technical or commercial	385	23.2
Other	117	7.0
Missing	52	

If you put all your high school grades together, what would your average grade be?

	Absolute Freq	Freq (%)
A	130	7.7
A-	153	9.1
B+	255	15.1
B	377	22.3
B-	263	15.6
C+	241	14.3
C	208	12.3
C-	45	2.7
D	16	.9
Missing	24	

How long have you attended the high school where you are presently enrolled?

_____ years

	Absolute Freq	Freq (%)
1	95	5.6
2	128	7.5
3	476	28.0
4	928	54.6
5	29	1.7
6	41	2.4
7	3	.2
Missing	12	

APPENDIX I

How many different high schools have you attended in the past four years?

	Absolute Freq	Freq (%)
1	1348	80.0
2	261	15.5
3	56	3.3
4	16	.9
5	5	.3
Missing	26	

On the average during this current school year, how many hours per week do you work in a PAID job outside your home?

	Absolute Freq	Freq (%)
0	506	30.3
1-5	114	6.8
6-10	140	8.5
11-15	179	10.7
16-20	303	18.2
21-25	170	10.3
26-30	133	8.0
31-35	55	3.3
36-40	57	3.4
41-50	12	1.0
Missing	43	

How many hours per week do you work in an UNPAID job outside your home?

	Absolute Freq	Freq (%)
0	1117	67.8
1-5	240	14.5
6-10	161	9.7
11-15	55	3.3
16-20	38	2.3
21-30	27	1.5
31-50	10	.7
Missing	64	

APPENDIX I

During the average week, how much money do you get from the following:

A job or other work sources:

	Absolute Freq	Freq (%)
0	392	24.7
1-10	88	5.6
11-20	87	5.6
21-30	93	5.9
31-40	98	6.3
41-50	150	9.6
51-60	125	8.0
61-70	105	6.7
71-80	121	7.7
81-90	61	3.8
91-100	96	6.0
101-125	73	4.8
130-200	71	4.7
201-300	18	1.4
350-800	6	.5
Missing	128	

Allowance:

	Absolute Freq	Freq (%)
0	837	52.9
1-5	162	10.3
6-10	239	15.1
11-25	263	16.6
26-50	66	4.1
60-100	11	.7
150-660	4	.3
Missing	130	

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Dear Principal:

Thank you very much for accepting our invitation to participate in the 1986 study of high school senior attitudes and opinion. The response from principals across the nation has been very gratifying.

Questionnaires for the study are enclosed. Please use the following procedure in administering them:

1. Allocate numbers to a roster of your senior class. Then ask only students represented by numbers in the list below to complete the questionnaires. These numbers have been selected by a random process to insure that we query a representative sample of all U.S. high school seniors. If a student represented by a number is temporarily absent, please administer the questionnaire when he or she returns to school. If a student chooses not to fill out the questionnaire, do not ask a substitute to do so.
2. Please have each selected student complete the questionnaire at school under teacher or staff supervision. Do not send the questionnaire home with the student for completion.
3. Give each student one of the questionnaires and one of the large blank envelopes we have provided. The supervising teacher or staff member should then read the instruction page of the questionnaire aloud as the students listen. Then the students should have as much time as necessary (about 30 to 40 minutes) to complete the 9-page form.
4. When the questionnaires are completed and the envelopes sealed, please collect and mail them to the following address:

The Center for Survey Research
Indiana University
1022 East Third Street
Bloomington, IN 47405

We hope you will be able to return all of the completed questionnaires by the first week of April.

Thank you again for your cooperation. We will send you a copy of our report as soon as survey results have been analyzed. We believe you will find it interesting and useful.

Numbers selected: 31, 43, 55, 103, 124, 225, 317, 323

Sincerely, Stanley Elam and Jonathan Masland
Eighth Street & Union Avenue, Box 789, Bloomington, Indiana 47402 Telephone 812/339-1156

Appendix II

SELECTED DEMOGRAPHICS OF SELECTED QUESTIONS

The following tables show some demographic group differences for answers to questions 22, 27a, 30, 31, 34 and 35. Students were asked to consider each question as it pertained to their schools or teachers. For the most part the differences between groups are weak. Additionally some groups are fairly small, further reducing the strength of the differences seen.

In the following tables distributions are listed first by percentage with frequencies in the line immediately following.

APPENDIX II

SCHOOL POLICIES AND PRACTICES (30a)

"One of the most serious problems at my high school is poor discipline."

	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree
Sex					
Boys(%)	15.1	45.8	19.9	14.2	4.9
Frequency	119	361	157	112	39
Girls	15.2	43.3	20.4	15.9	5.2
Frequency	139	397	187	146	48
Grades					
A/A-	13.1	48.4	15.5	16.3	6.7
Frequency	37	137	44	46	19
B+/B/B-	15.9	45.0	19.6	14.2	5.3
Frequency	142	401	175	127	47
C+/C	14.3	40.3	24.7	16.9	3.8
Frequency	64	181	111	76	17
C-/D	20.3	47.5	16.9	8.5	6.8
Frequency	12	28	10	5	4
Type of School					
Non-Public	31.4	53.2	10.3	3.8	1.3
Frequency	49	83	16	6	2
Public	13.5	43.6	21.1	16.3	5.5
Frequency	209	676	328	253	85
Race					
White	15.1	45.9	20.6	14.0	4.4
Frequency	213	646	290	197	62
Non-white	15.1	37.8	18.1	20.7	8.4
Frequency	45	113	54	62	25

APPENDIX II

SCHOOL POLICIES AND PRACTICES (30b)

"Students at my high school are not required to work hard enough in their classes."

	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree
Sex					
Boys (%)	10.3	45.8	22.6	18.1	3.2
Frequency	81	361	178	143	25
Girls	12.4	43.9	20.8	19.8	3.2
Frequency	113	401	190	181	29
Grades					
A/A-	7.8	39.9	24.0	23.7	4.0
Frequency	22	113	68	67	13
B+/B/B-	11.9	44.2	21.5	19.2	3.1
Frequency	106	394	192	171	28
C+/C	12.1	47.5	20.0	17.9	2.5
Frequency	54	212	89	80	11
C-/D	13.3	56.7	25.0	1.7	3.3
Frequency	8	34	15	1	2
Type of School					
Non-Public	22.4	53.8	14.1	8.3	1.3
Frequency	35	84	22	13	2
Public	10.3	43.8	22.4	20.2	3.4
Frequency	159	678	347	312	52
Race					
White	10.1	44.5	22.5	19.9	3.0
Frequency	142	625	316	279	42
Non-white	17.3	45.7	17.7	15.3	4.0
Frequency	52	137	53	46	12

APPENDIX II

SCHOOL POLICIES AND PRACTICES (30c)

"Teachers in my school assign too little homework."

	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree
Sex					
Boys (%)	19.0	45.7	26.2	8.0	1.1
Frequency	150	361	207	63	9
Girls	21.4	47.8	22.2	7.5	1.1
Frequency	196	438	204	69	10
Grades					
A/A-	21.9	47.3	23.7	6.4	.7
Frequency	62	134	67	18	2
B+/B/B-	20.4	45.6	24.1	8.4	1.6
Frequency	182	407	215	75	14
C+/C	19.2	48.8	24.3	7.1	.7
Frequency	86	219	109	32	3
C-/D	18.3	50.0	21.7	10.0	.0
Frequency	11	30	13	6	0
Type of School					
Non-Public	35.9	51.3	10.3	2.6	.0
Frequency	56	80	16	4	0
Public	18.7	46.4	25.5	8.2	1.2
Frequency	290	720	396	128	19
Race					
White	18.7	47.6	25.5	7.2	.9
Frequency	264	671	359	102	13
Non-white	27.3	43.0	17.7	10.0	2.0
Frequency	82	129	53	30	6

APPENDIX II

SCHOOL POLICIES AND PRACTICES (30d)

"My high school does not place enough emphasis on training in character and citizenship."

	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree
Sex					
Boys (%)	8.6	25.7	32.0	26.8	6.9
Frequency	68	202	252	211	54
Girls	7.6	25.1	29.0	30.3	7.9
Frequency	70	230	266	278	72
Grades					
A/A-	10.2	27.2	27.2	27.6	7.8
Frequency	29	77	77	78	22
B+/B/B-	8.0	26.7	28.6	28.6	8.1
Frequency	71	238	255	255	72
C+/C	6.9	21.4	37.1	29.0	5.6
Frequency	31	96	166	130	25
C-/D	8.3	25.0	30.0	26.7	10.0
Frequency	5	15	18	16	6
Type of School					
Non-Public	21.8	33.3	24.4	15.4	5.1
Frequency	34	52	38	24	8
Public	6.7	24.5	31.1	30.0	7.6
Frequency	104	380	482	465	118
Race					
White	7.3	25.3	31.4	28.9	7.1
Frequency	102	356	441	407	100
Non-white	12.0	25.4	26.4	27.4	8.7
Frequency	36	76	79	82	26

APPENDIX II

SCHOOL POLICIES AND PRACTICES (30e)

"My high school does not place enough emphasis on developing students' ability to think."

	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree
Sex					
Boys (%)	12.1	34.6	22.2	21.3	9.8
Frequency	95	272	175	168	77
Girls	10.5	33.6	20.7	27.2	8.1
Frequency	96	308	190	249	74
Grades					
A/A-	15.2	31.8	17.0	26.9	9.2
Frequency	43	90	48	76	26
B+/B/B-	11.9	34.7	20.8	23.5	9.2
Frequency	106	309	185	209	82
C+/C	7.4	34.8	25.2	25.2	7.4
Frequency	33	156	113	113	33
C-/D	10.0	30.0	25.0	23.3	11.7
Frequency	6	18	15	14	7
Type of School					
Non-Public	24.4	42.3	22.4	7.7	3.2
Frequency	38	66	35	12	5
Public	9.9	33.2	21.4	26.1	9.4
Frequency	153	515	331	405	146
Race					
White	9.7	34.0	22.0	25.0	9.2
Frequency	136	479	310	352	130
Non-white	18.4	34.1	18.7	21.7	7.0
Frequency	55	102	56	65	21

APPENDIX II

SCHOOL POLICIES AND PRACTICES (30f)

"My high school does not place enough emphasis on traditional subjects such as English, history, math, and science."

	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree
Sex					
Boys (%)	28.5	49.6	13.4	6.0	2.5
Frequency	225	391	106	47	20
Girls	31.8	48.7	11.6	6.2	1.6
Frequency	292	447	106	57	15
Grades					
A/A-	35.7	45.9	9.9	7.4	1.1
Frequency	101	130	28	21	3
B+/B/B-	30.6	49.1	11.8	6.4	2.1
Frequency	273	438	105	57	19
C+/C	26.8	51.3	14.3	5.1	2.5
Frequency	120	230	64	23	11
C-/D	27.9	50.8	18.0	3.3	.0
Frequency	17	31	11	2	0
Type of School					
Non-Public	50.0	43.6	4.5	1.9	.0
Frequency	78	68	7	3	0
Public	28.4	49.7	13.2	6.5	2.3
Frequency	440	771	205	101	35
Race					
White	28.7	51.0	12.2	6.1	2.0
Frequency	404	717	172	86	28
Non-white	37.9	40.5	13.3	6.0	2.3
Frequency	114	122	40	18	7

APPENDIX II

SCHOOL POLICIES AND PRACTICES (30g)

"There is not enough cooperation between school authorities and parents of students at my school."

	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree
Sex					
Boys (%)	7.1	26.8	34.0	22.0	10.2
Frequency	56	211	268	173	80
Girls	7.4	26.5	33.0	23.5	9.5
Frequency	68	242	302	215	87
Grades					
A/A-	4.9	31.8	36.0	17.7	9.5
Frequency	14	90	102	50	27
B+/B/B-	8.1	26.7	31.9	23.2	10.1
Frequency	72	238	284	207	90
C+/C	6.5	23.1	36.9	24.3	9.2
Frequency	29	103	164	108	41
C-/D	9.8	29.5	26.2	24.6	9.8
Frequency	6	18	16	15	6
Type of School					
Non-Public	13.5	35.9	31.4	12.2	7.1
Frequency	21	56	49	19	11
Public	6.7	25.6	33.8	23.8	10.1
Frequency	103	397	523	369	156
Race					
White	6.5	27.3	35.3	21.4	9.6
Frequency	91	383	495	300	135
Non-white	11.0	23.3	25.7	29.3	10.7
Frequency	33	70	77	88	32

APPENDIX II

SCHOOL POLICIES AND PRACTICES (31a)

"Students at my school are given enough responsibility in establishing rules of conduct."

	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree
Sex					
Boys (%)	11.1	28.5	18.9	37.9	3.7
Frequency	87	224	149	298	29
Girls	9.1	29.1	19.9	38.5	3.4
Frequency	83	267	182	353	31
Grades					
A/A-	10.6	35.0	18.4	32.5	3.5
Frequency	30	99	52	92	10
B+/B/B-	9.0	28.3	19.7	39.8	3.3
Frequency	80	252	175	354	29
C+/C	10.9	27.2	19.2	38.8	3.8
Frequency	49	122	86	174	17
C-/D	14.8	18.0	21.3	39.3	6.6
Frequency	9	11	13	24	4
Type of School					
Non-Public	9.6	26.3	19.2	39.1	5.8
Frequency	15	41	30	61	9
Public	10.0	29.1	19.4	38.2	3.3
Frequency	155	451	301	591	51
Race					
White	10.0	30.3	19.1	37.7	2.8
Frequency	141	425	268	530	40
Non-white	9.6	22.3	20.9	40.5	6.6
Frequency	29	67	63	122	20

APPENDIX II

SCHOOL POLICIES AND PRACTICES (31b)

"Students in my school are given enough responsibility for judging the behavior of fellow students and assessing penalties for misconduct."

	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree
Sex					
Boys (%)	14.4	35.8	24.4	23.0	2.4
Frequency	113	282	192	181	19
Girls	14.5	37.8	23.0	22.4	2.3
Frequency	133	346	210	205	21
Grades					
A/A-	19.1	42.4	22.6	14.5	1.4
Frequency	54	120	64	41	4
B+/B/B-	13.7	36.3	24.3	23.5	2.1
Frequency	122	323	216	209	19
C+/C	13.8	33.9	23.4	25.7	3.1
Frequency	62	152	105	115	14
C-/D	11.5	37.7	19.7	26.2	4.9
Frequency	7	23	12	16	3
Type of School					
Non-Public	14.8	31.6	27.1	23.9	2.6
Frequency	23	49	42	37	4
Public	14.4	37.4	23.2	22.6	2.3
Frequency	223	580	360	350	36
Race					
White	15.3	37.9	24.3	21.1	1.4
Frequency	215	532	341	296	19
Non-white	10.3	32.2	20.3	30.2	7.0
Frequency	31	97	61	91	21

APPENDIX II

SCHOOL POLICIES AND PRACTICES (31c)

"My school provides enough opportunities for student discussion of school problems."

	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree
Sex					
Boys (%)	17.8	35.5	15.7	26.8	4.2
Frequency	140	279	123	210	33
Girls	23.8	35.0	13.9	22.8	4.5
Frequency	218	321	127	209	41
Grades					
A/A-	21.9	36.7	14.5	22.3	4.6
Frequency	62	104	41	63	13
B+/B/B-	21.8	35.4	14.2	24.3	4.3
Frequency	194	314	126	216	38
C+/C	20.1	34.2	16.3	25.1	4.3
Frequency	90	153	73	112	19
C-/D	18.0	32.8	13.1	32.8	3.3
Frequency	11	20	8	20	2
Type of School					
Non-Public	18.2	29.2	13.6	34.4	4.5
Frequency	28	45	21	53	7
Public	21.4	35.9	14.8	23.6	4.3
Frequency	331	556	229	366	67
Race					
White	22.2	35.6	13.8	24.5	3.9
Frequency	311	500	194	344	55
Non-white	16.1	33.8	18.7	25.1	6.4
Frequency	48	101	56	75	19

APPENDIX II

SCHOOL POLICIES AND PRACTICES (31d)

"My school provides enough help to students with personal problems."

	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree
Sex					
Boys (%)	12.5	20.2	27.6	34.4	5.3
Frequency	98	159	217	271	42
Girls	14.4	25.7	20.6	30.0	9.3
Frequency	132	236	189	275	85
Grades					
A/A-	12.4	21.6	25.9	32.3	7.8
Frequency	35	61	73	91	22
B+/B/B-	13.4	24.6	22.2	31.9	8.0
Frequency	119	219	198	284	71
C+/C	15.0	22.1	25.2	31.3	6.5
Frequency	67	99	113	140	29
C-/D	11.5	18.0	26.2	42.6	1.6
Frequency	7	11	16	26	1
Type of School					
Non-Public	10.9	16.7	18.6	42.3	11.5
Frequency	17	26	29	66	18
Public	13.7	23.8	24.4	31.0	7.0
Frequency	213	369	378	481	109
Race					
White	13.4	22.2	24.1	32.9	7.5
Frequency	188	312	339	463	105
Non-white	14.0	27.8	22.7	28.1	7.4
Frequency	42	83	68	84	22

APPENDIX II

SCHOOL POLICIES AND PRACTICES (31e)

"My school provides enough help to students with academic difficulties."

	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree
Sex					
Boys (%)	5.7	12.8	21.6	49.0	10.8
Frequency	45	101	170	386	85
Girls					
Frequency	60	165	185	396	110
Grades					
A/A-	3.9	14.9	21.7	44.1	15.3
Frequency	11	42	61	124	43
B+/B/B-	5.8	16.3	20.3	46.0	11.6
Frequency	52	145	181	410	103
C+/C	8.3	14.3	22.3	47.5	7.6
Frequency	37	64	100	213	34
C-/D	6.6	14.8	16.4	45.9	16.4
Frequency	4	9	10	28	10
Type of School					
Non-Public	3.2	16.7	17.9	44.9	17.3
Frequency	5	26	28	70	27
Public	6.5	15.5	21.2	46.0	10.8
Frequency	100	240	328	713	168
Race					
White	5.7	15.6	20.8	46.4	11.5
Frequency	80	220	292	652	162
Non-white	8.4	15.4	21.4	43.8	11.0
Frequency	25	46	64	131	33

APPENDIX II

SCHOOL POLICIES AND PRACTICES (34a)

"Classes are too large for teachers to handle them effectively."

	Never	Rarely	Sometimes	Frequently
Sex				
Boys (%)	12.3	39.9	37.5	10.3
Frequency	97	314	295	81
Girls	17.2	36.5	36.7	9.6
Frequency	158	334	336	88
Grades				
A/A-	20.1	39.9	31.8	8.1
Frequency	57	113	90	23
B+/B/B-	14.5	38.8	37.5	9.2
Frequency	129	345	333	82
C+/C	12.1	36.4	39.1	12.5
Frequency	54	163	175	56
C-/D	19.7	36.1	36.1	8.2
Frequency	12	22	22	5
Type of School				
Non-Public	37.8	42.3	15.4	4.5
Frequency	59	66	24	7
Public	12.7	37.6	39.3	10.5
Frequency	196	583	608	162
Race				
White	14.2	39.3	36.1	10.4
Frequency	200	552	508	146
Non-white	18.4	32.4	41.5	7.7
Frequency	55	97	124	23

APPENDIX II

SCHOOL POLICIES AND PRACTICES (34b)

"Teachers give special attention to favorite students."

	Never	Rarely	Sometimes	Frequently
Sex				
Boys (%)	3.3	17.0	48.2	31.5
Frequency	26	134	379	248
Girls	2.5	15.3	48.1	34.1
Frequency	23	139	438	311
Grades				
A/A-	2.5	19.9	50.4	27.3
Frequency	7	56	142	77
B+/B/B-	2.5	16.2	47.1	34.2
Frequency	22	144	419	304
C+/C	3.1	13.5	48.0	35.4
Frequency	14	60	214	158
C-/D	8.3	15.0	46.7	30.0
Frequency	5	9	28	18
Type of School				
Non-Public	2.6	17.4	53.5	26.5
Frequency	4	27	83	41
Public	2.9	15.9	47.5	33.7
Frequency	45	246	734	520
Race				
White	1.9	14.8	49.6	33.7
Frequency	27	207	696	473
Non-white	7.4	22.2	40.7	29.6
Frequency	22	66	121	88

APPENDIX II

SCHOOL POLICIES AND PRACTICES (34c)

"Teachers show bias in assigning grades."

	Never	Rarely	Sometimes	Frequently
Sex				
Boys (%)	10.4	32.7	45.1	11.9
Frequency	81	255	352	93
Girls	8.6	35.8	44.7	10.9
Frequency	78	326	407	99
Grades				
A/A-	10.0	40.2	40.2	9.6
Frequency	28	113	113	27
B+/B/B-	8.9	35.3	44.1	11.6
Frequency	79	313	391	103
C+/C	9.4	28.9	49.3	12.3
Frequency	42	129	220	55
C-/D	14.3	32.1	41.1	12.5
Frequency	8	18	23	7
Type of School				
Non-Public	11.0	36.1	41.9	11.0
Frequency	17	56	65	17
Public	9.2	34.1	45.1	11.5
Frequency	142	525	694	177
Race				
White	8.5	35.2	45.0	11.3
Frequency	119	493	629	158
Non-white	13.6	29.9	44.2	12.2
Frequency	40	88	130	36

APPENDIX II

SCHOOL POLICIES AND PRACTICES (34d)

"Teachers give homework that is too long or difficult to complete on time."

	Never	Rarely	Sometimes	Frequently
Sex				
Boys (%)	5.3	37.5	45.3	11.8
Frequency	42	295	356	93
Girls	6.2	38.1	44.1	11.6
Frequency	57	348	403	106
Grades				
A/A-	6.4	41.8	43.6	8.2
Frequency	18	118	123	23
B+/B/B-	5.7	37.3	44.6	12.4
Frequency	51	331	396	110
C+/C	4.9	34.8	47.8	12.5
Frequency	22	156	214	56
C-/D	8.2	45.9	34.4	11.5
Frequency	5	28	21	7
Type of School				
Non-Public	6.5	35.5	47.1	11.0
Frequency	10	55	73	17
Public	5.8	38.1	44.4	11.8
Frequency	89	589	687	182
Race				
White	4.5	39.5	45.3	10.7
Frequency	63	555	636	150
Non-white	12.1	29.9	41.6	16.4
Frequency	36	89	124	49

APPENDIX II

SCHOOL POLICIES AND PRACTICES (34e)

"Teachers do not know the subject well enough to teach it effectively."

	Never	Rarely	Sometimes	Frequently
Sex				
Boys (%)	21.2	53.2	23.1	2.6
Frequency	166	417	181	20
Girls	22.2	48.4	26.5	3.0
Frequency	203	442	242	27
Grades				
A/A-	15.9	50.9	32.9	.4
Frequency	45	144	93	1
B+/B/B-	22.7	50.6	23.9	2.8
Frequency	202	449	212	25
C+/C	22.2	51.2	22.9	3.6
Frequency	99	228	102	16
C-/D	30.0	45.0	18.3	6.7
Frequency	18	27	11	4
Type of School				
Non-Public	27.1	48.4	23.9	.6
Frequency	42	75	37	1
Public	21.2	50.8	25.0	3.0
Frequency	327	785	387	46
Race				
White	20.5	50.9	26.0	2.6
Frequency	288	714	365	37
Non-white	27.4	49.3	19.9	3.4
Frequency	81	146	59	10

APPENDIX II

SCHOOL POLICIES AND PRACTICES (34f)

"Teachers do not use effective teaching methods."

	Never	Rarely	Sometimes	Frequently
Sex				
Boys (%)	7.3	37.0	47.6	8.0
Frequency	57	290	373	63
Girls	8.3	37.5	45.8	8.3
Frequency	76	342	418	76
Grades				
A/A-	4.6	35.3	53.0	7.1
Frequency	13	100	150	20
B+/B/B-	8.0	38.2	45.5	8.2
Frequency	71	339	404	73
C+/C	8.8	36.3	46.0	8.8
Frequency	39	161	204	39
C-/D	13.3	35.0	43.3	8.3
Frequency	8	21	26	5
Type of School				
Non-Public	5.2	40.3	50.0	4.5
Frequency	8	62	77	7
Public	8.1	36.9	46.4	8.6
Frequency	125	570	716	132
Race				
White	6.2	38.4	47.3	8.1
Frequency	87	539	663	113
Non-white	15.6	31.5	44.1	8.8
Frequency	46	93	130	26

APPENDIX II

SCHOOL POLICIES AND PRACTICES (34g)

"Classes are interrupted by frequent public address announcements."

	Never	Rarely	Sometimes	Frequently
Sex				
Boys (%)	17.6	55.0	18.4	8.9
Frequency	138	431	144	70
Girls	19.7	54.4	19.0	6.9
Frequency	180	496	173	63
Grades				
A/A-	23.0	57.2	14.8	4.9
Frequency	65	162	42	14
B+/B/B-	18.1	53.8	19.1	8.9
Frequency	161	478	170	79
C+/C	18.1	54.9	20.5	6.5
Frequency	80	243	91	29
C-/D	15.3	61.0	10.2	13.6
Frequency	9	36	6	8
Type of School				
Non-Public	30.3	52.3	13.5	3.9
Frequency	47	81	21	6
Public	17.6	55.0	19.2	8.2
Frequency	271	848	296	127
Race				
White	17.8	56.6	18.1	7.5
Frequency	250	793	254	105
Non-white	23.1	46.1	21.4	9.5
Frequency	68	136	63	28

APPENDIX II

SCHOOL POLICIES AND PRACTICES (34h)

"Some students' behavior is so disruptive that many who want to learn cannot."

	Never	Rarely	Sometimes	Frequently
Sex				
Boys (%)	6.5	34.9	40.4	18.2
Frequency	51	273	316	142
Girls	8.1	31.4	42.5	18.0
Frequency	74	287	389	165
Grades				
A/A-	8.1	41.7	38.2	12.0
Frequency	23	118	108	34
B+/B/B-	7.9	33.0	39.9	19.2
Frequency	70	293	355	171
C+/C	6.3	29.3	45.6	18.7
Frequency	28	130	202	83
C-/D	6.7	28.3	45.0	20.0
Frequency	4	17	27	12
Type of School				
Non-Public	16.1	42.6	35.5	5.8
Frequency	25	66	55	9
Public	6.5	32.1	42.1	19.3
Frequency	100	496	650	298
Race				
White	7.5	35.5	40.0	17.0
Frequency	105	498	561	238
Non-white	6.7	21.5	48.5	23.2
Frequency	20	64	144	69

APPENDIX II

SCHOOL POLICIES AND PRACTICES (34i)

"Teachers seem to teach mainly for the benefit of top students."

	Never	Rarely	Sometimes	Frequently
Sex				
Boys (%)	12.6	36.2	39.2	12.0
Frequency	98	282	305	93
Girls	13.6	36.5	38.6	11.3
Frequency	124	332	351	103
Grades				
A/A-	11.0	44.0	37.6	7.4
Frequency	31	124	106	21
B+/B/B-	13.3	36.5	39.1	11.2
Frequency	118	323	346	99
C+/C	13.9	31.3	41.1	13.7
Frequency	61	137	180	60
C-/D	13.3	36.7	28.3	21.7
Frequency	8	22	17	13
Type of School				
Non-Public	18.8	46.8	29.9	4.5
Frequency	29	72	46	7
Public	12.6	35.4	39.8	12.3
Frequency	193	543	611	189
Race				
White	11.0	36.9	40.1	12.0
Frequency	154	516	561	168
Non-white	23.4	34.0	33.0	9.6
Frequency	68	99	96	28

APPENDIX II

SCHOOL POLICIES AND PRACTICES (34j)

"The presence of many slow students keeps classes from progressing satisfactorily."

	Never	Rarely	Sometimes	Frequently
Sex				
Boys (%)	13.8	49.6	32.6	4.1
Frequency	108	388	255	32
Girls	19.6	48.7	27.1	4.6
Frequency	179	444	247	42
Grades				
A/A-	15.5	44.2	32.9	7.4
Frequency	44	125	93	21
B+/B/B-	18.5	49.6	27.8	4.1
Frequency	164	440	247	36
C+/C	15.1	50.1	31.6	3.2
Frequency	67	222	140	14
C-/D	15.0	55.0	25.0	5.0
Frequency	9	33	15	3
Type of School				
Non-Public	20.6	52.9	22.6	3.9
Frequency	32	82	35	6
Public	16.5	48.7	30.4	4.4
Frequency	255	751	468	68
Race				
White	16.0	50.7	29.1	4.1
Frequency	225	712	408	58
Non-white	21.1	41.2	32.3	5.4
Frequency	62	121	95	16

APPENDIX II

SCHOOL POLICIES AND PRACTICES (34k)

"Teachers waste too much time on things that are not important."

	Never	Rarely	Sometimes	Frequently
Sex				
Boys (%)	6.1	38.5	41.9	13.4
Frequency	48	301	327	105
Girls	7.9	39.3	39.3	13.5
Frequency	72	358	358	123
Grades				
A/A-	4.3	41.8	44.0	9.9
Frequency	12	118	124	28
B+/B/B-	7.1	38.9	40.3	13.7
Frequency	63	344	357	121
C+/C	8.6	37.0	38.8	15.6
Frequency	38	164	172	69
C-/D	10.0	40.0	36.7	13.3
Frequency	6	24	22	8
Type of School				
Non-Public	7.8	48.7	34.4	9.1
Frequency	12	75	53	14
Public	7.0	38.0	41.1	13.9
Frequency	108	585	633	214
Race				
White	5.6	40.0	40.6	13.8
Frequency	78	561	569	193
Non-white	14.3	33.8	39.9	11.9
Frequency	42	99	117	35

APPENDIX II

SCHOOL POLICIES AND PRACTICES (341)

"Teachers do not appear to care whether students learn the subject or not."

	Never	Rarely	Sometimes	Frequently
Sex				
Boys (%)	18.9	38.7	28.7	13.7
Frequency	148	303	225	107
Girls	23.6	38.1	28.6	9.7
Frequency	215	347	260	88
Grades				
A/A-	21.3	45.4	26.6	6.7
Frequency	60	128	75	19
B+/B/B-	22.2	39.8	27.2	10.7
Frequency	197	353	241	95
C+/C	19.8	33.8	31.8	14.6
Frequency	88	150	141	65
C-/D	21.7	18.3	38.3	21.7
Frequency	13	11	23	13
Type of School				
Non-Public	32.3	43.2	22.6	1.9
Frequency	50	67	35	3
Public	20.3	37.9	29.4	12.5
Frequency	313	583	452	192
Race				
White	20.4	40.1	28.9	10.7
Frequency	285	561	404	150
Non-white	26.4	30.2	28.1	15.3
Frequency	78	89	83	45

APPENDIX II

BECOME A TEACHER

(35) "Would you like to become a teacher?"

	Yes %	No %
	Frequency	Frequency
Sex		
Boys (%)	17.0 132	83.0 644
Girls	27.2 243	72.8 652
Race		
American Indian	25.0 4	75.0 12
Black	26.4 42	73.6 117
Hispanic	30.8 20	69.2 45
Oriental	17.4 4	82.6 19
White	21.8 300	78.2 1079
Other	16.7 4	83.3 20
Rural/Urban		
Open Country	20.5 48	79.5 186
Farm	22.8 28	77.2 95
Small City	23.2 140	76.8 464
Med City	22.7 68	77.3 232
Suburb	22.4 57	77.6 198

APPENDIX II

Lrg City	23.5 32	76.5 104
Mother's Educ		
Lt grade sch	21.4 12	78.6 44
Some HS	21.6 38	78.4 138
HS grad	25.0 162	75.0 487
Some Col	17.9 56	82.1 257
Col grad	25.3 69	74.7 204
Grad/Pro	18.5 27	81.5 119
Don't Know	19.3 11	80.7 46
HS Program		
Academic	23.5 266	76.5 866
Vocational	19.1 72	80.9 304
Other	24.8 28	75.2 85
Grades		
A/A-	22.6 63	77.4 216
B+/B/B-	24.1 211	75.9 665
C+/C	20.6 90	79.4 346
C-/D	15.3 9	84.7 50
Future Plans		
Voc/Tech sch	20.8	79.2

APPENDIX II

	86	327
Armed Forces	19.8	80.2
	53	215
2 yr college	23.5	76.5
	135	440
4 yr college	25.6	74.4
	269	780
Grad school	26.7	73.3
	181	497
Type of School		
Non-Public	17.1	82.9
	26	126
Public	23.0	77.0
	350	1171
Region		
East	17.8	82.2
	63	290
South	19.7	80.3
	90	367
Midwest	25.1	74.9
	139	414
West	27.1	72.9
	84	226

APPENDIX II

QUALITY OF SCHOOL

(27a) "How do you rate the quality of your school?"

	A %	B %	C %	D %	F %
Sex					
Boys (%)	24.3	46.8	25.1	3.0	0.8
Frequency	192	369	198	24	6
Girls	23.9	49.1	22.7	3.7	0.7
Frequency	219	450	208	34	6
Race					
American					
Indian	12.5	62.5	12.5	6.3	6.3
Frequency	2	10	2	1	1
Black	26.4	37.4	33.1	3.1	0.0
Frequency	43	61	54	5	0
Hispanic	23.5	44.1	30.9	0.0	1.5
Frequency	16	30	21	0	1
Oriental	21.7	43.5	21.7	13.0	0.0
Frequency	5	10	5	3	0
White	24.0	49.5	22.4	3.5	0.6
Frequency	338	696	315	49	9
Other	20.8	41.7	37.5	0.0	0.0
Frequency	5	10	9	0	0
Rural/Urban					
Open Country	14.8	54.4	24.9	5.1	0.8
Frequency	35	129	59	12	2
Farm	22.4	42.4	30.4	4.8	0.0
Frequency	28	53	38	6	0
Small City	20.3	51.8	24.3	2.8	0.8
Frequency	124	317	149	17	5
Med City	28.2	44.2	23.1	3.9	0.6
Frequency	87	136	71	12	2
Suburb	33.8	46.2	16.5	2.3	1.2
Frequency	88	120	43	6	3
Lrg City	31.5	39.2	28.0	1.4	0.0

APPENDIX II

Frequency	45	56	40	2	0
Father's Educ					
Lt grade sch	18.3	53.3	21.7	5.0	1.7
Frequency	11	32	13	3	1
Some HS	19.1	45.9	29.4	5.7	0.0
Frequency	37	89	57	11	0
HS grad	22.1	49.0	24.7	3.1	1.1
Frequency	121	268	135	17	6
Some Col	23.6	49.8	23.6	2.2	0.7
Frequency	65	137	65	6	2
Col grad	25.2	50.5	20.4	3.2	0.6
Frequency	78	156	63	10	2
Grad/Pro	37.7	43.0	16.4	2.9	0.0
Frequency	78	89	34	6	0
Don't know	15.7	45.4	33.3	4.6	0.9
Frequency	17	49	36	5	1
Mother's Educ					
Lt grade sch	17.5	56.1	22.8	1.8	1.8
Frequency	10	32	13	1	1
Some HS	17.6	46.2	31.9	4.4	0.0
Frequency	32	84	58	8	0
HS grad	20.2	50.7	25.5	3.3	0.3
Frequency	134	336	169	22	2
Some Col	27.9	43.9	23.2	3.4	1.6
Frequency	89	140	74	11	5
Col grad	24.9	53.8	17.0	3.2	1.1
Frequency	69	149	47	9	3
Grad/Pro	41.9	34.5	20.3	2.7	0.7
Frequency	62	51	30	4	1
Don't Know	23.7	49.2	22.0	5.1	0.0
Frequency	14	29	13	3	0
HS Program					
Academic	27.1	48.8	20.9	2.6	0.6
Frequency	313	564	241	30	7

APPENDIX II

Vocational Frequency	16.4 63	46.2 178	31.2 120	5.5 21	0.8 3
Other Frequency	21.6 25	44.8 52	27.6 32	4.3 5	1.7 2
Grades					
A/A- Frequency	38.5 109	44.5 126	14.8 42	1.4 4	0.7 2
B+/B/B- Frequency	23.8 212	51.1 456	21.0 187	3.6 32	0.6 5
C+/C Frequency	16.5 74	46.0 206	32.4 145	4.7 21	0.4 2
C-/D Frequency	16.4 10	42.6 26	36.1 22	0.0 0	4.9 3
Future Plans					
Voc/Tech sch Frequency	20.1 85	44.3 187	29.4 124	5.0 21	1.2 5
Armed Forces Frequency	20.7 56	49.4 134	25.5 69	3.7 10	0.7 2
2 yr college Frequency	17.6 104	50.3 298	28.7 170	3.0 18	0.3 2
4 yr college Frequency	27.9 298	48.2 515	20.5 219	2.8 30	0.7 7
Grad school Frequency	30.9 214	46.0 319	19.6 136	2.6 18	0.9 6
Hours Worked (paid and unpaid)					
0-5 Frequency	27.7 139	47.6 239	21.1 106	3.4 17	0.2 1
5-10 Frequency	23.6 35	47.3 70	25.0 37	3.4 5	0.7 1
10+ Frequency	22.4 237	48.4 512	24.9 263	3.4 36	0.9 10
Type of School					
Non-Public Frequency	42.6 66	43.9 68	11.6 18	1.9 3	0.0 0

APPENDIX II

Public	22.2	48.5	25.0	3.5	0.8
Frequency	345	753	388	55	12
Region					
East	22.2	48.3	25.6	3.1	0.8
Frequency	79	172	91	11	3
South	26.2	45.7	25.3	1.9	0.9
Frequency	122	213	118	9	4
Midwest	25.4	47.8	20.8	5.3	0.7
Frequency	145	273	119	30	4
West	20.6	51.7	24.8	2.5	0.3
Frequency	65	163	78	8	1

APPENDIX II

FEELINGS ABOUT SCHOOL

(22) "How do you feel about the school where you are now enrolled?"

Don't Like At All	Somewhat Dislike %	Neutral %	Somewhat Like %	Like Very Much %	%
Sex					
Boys (%)	1.9	6.6	26.5	45.6	19.3
Frequency	15	52	210	361	153
Girls	1.8	7.9	25.7	46.1	18.5
Frequency	16	72	235	421	169
Race					
American					
Indian	0.0	6.3	25.0	43.8	25.0
Frequency	0	1	4	7	4
Black	0.6	5.5	26.4	39.9	27.6
Frequency	1	9	43	65	45
Hispanic	2.9	2.9	37.7	39.1	17.4
Frequency	2	2	26	27	12
Oriental	0.0	8.7	26.1	52.2	13.0
Frequency	0	2	6	12	3
White	2.0	7.5	25.5	46.8	18.1
Frequency	28	106	358	658	255
Other	0.0	13.0	34.8	43.5	8.7
Frequency	0	3	8	10	2
Rural/Urban					
Open Country	1.3	7.6	25.4	46.2	19.5
Frequency	3	18	60	109	46
Farm	0.8	5.6	32.0	42.4	19.2
Frequency	1	7	40	53	24
Small City	2.3	7.2	26.5	46.2	17.8
Frequency	14	44	162	283	109
Med City	0.6	7.8	28.2	45.5	17.9
Frequency	2	24	87	140	55
Suburb	3.1	8.8	20.8	48.1	19.2
Frequency	8	23	54	125	50
Lrg City	1.4	4.3	24.4	46.1	24.1
Frequency	2	6	34	65	34

APPENDIX II

Father's Educ					
Lt grade sch	1.6	1.6	31.1	44.3	21.3
Frequency	1	1	19	27	13
Some HS	2.1	6.2	32.6	38.3	20.7
Frequency	4	12	63	74	40
HS grad	2.4	7.9	25.2	45.7	18.8
Frequency	13	43	138	250	103
Some Col	1.5	8.0	23.3	49.1	18.2
Frequency	4	22	64	135	50
Col grad	1.3	7.8	23.1	50.2	17.6
Frequency	4	24	71	154	54
Grad/Pro	1.5	6.3	24.3	49.5	18.4
Frequency	3	13	50	102	38
Don't know	0.9	7.3	33.0	36.7	22.0
Frequency	1	8	36	40	24
Mother's Educ					
Lt grade sch	3.4	5.1	33.9	45.8	11.9
Frequency	2	3	20	27	7
Some HS	2.2	4.9	24.7	45.6	22.5
Frequency	4	9	45	83	41
HS grad	1.7	8.3	27.6	43.7	18.7
Frequency	11	55	183	289	124
Some Col	1.6	8.5	22.8	48.7	18.4
Frequency	5	27	72	154	58
Col grad	1.8	5.4	25.3	48.0	19.5
Frequency	5	15	70	133	54
Grad/Pro	2.0	5.4	27.2	46.3	19.0
Frequency	3	8	40	68	28
Don't Know	1.7	10.0	23.3	46.7	18.3
Frequency	1	6	14	28	11
HS Program					
Academic	1.4	6.0	24.0	48.4	20.3
Frequency	16	69	277	558	234
Vocational	1.8	9.9	32.1	39.9	16.2

APPENDIX II

Frequency	7	38	123	153	62
Other	5.1	12.0	26.5	40.2	16.2
Frequency	6	14	31	47	19
Grades					
A/A-	1.4	3.9	18.1	47.2	29.4
Frequency	4	11	51	133	83
B+/B/B-	1.5	6.9	24.7	48.7	18.1
Frequency	13	62	221	435	162
C+/C	2.2	9.4	33.3	39.8	15.2
Frequency	10	42	149	178	68
C-/D	6.7	5.0	36.7	38.3	13.3
Frequency	4	3	22	23	8
HS Attendance					
1 year	3.2	7.4	31.6	40.0	17.9
Frequency	3	7	30	38	17
2 years	0.8	10.2	18.9	47.2	22.8
Frequency	1	13	24	60	29
3 years	1.3	7.4	28.0	44.4	18.9
Frequency	6	35	133	211	90
4+ years	2.1	6.6	25.4	47.1	18.8
Frequency	21	66	253	470	187
Future Plans					
Voc/Tech sch	2.4	10.9	29.5	41.1	16.2
Frequency	10	46	124	173	68
Armed Forces	2.9	8.1	23.5	46.0	19.5
Frequency	8	22	64	125	53
2 yr college	1.4	8.5	28.3	44.4	17.5
Frequency	8	50	167	262	103
4 yr college	1.2	6.8	24.0	47.6	20.4
Frequency	13	73	257	508	218
Grad school	1.4	5.3	23.4	47.0	22.8
Frequency	10	37	162	325	158
Hours Worked (paid)					
0	0.6	5.5	24.9	46.2	22.7

APPENDIX II

Frequency	3	28	126	234	115
1-10	0.4	7.1	19.4	51.2	21.8
Frequency	1	18	49	129	55
11-20	2.3	7.5	25.8	46.5	17.9
Frequency	11	36	124	223	86
21-30	3.6	9.6	31.1	39.7	15.9
Frequency	11	29	94	120	48
31-40	3.6	9.8	29.5	44.6	12.5
Frequency	4	11	33	50	14
40-50	8.3	0.0	33.3	41.7	16.7
Frequency	1	0	4	5	2
Hours Worked (unpaid)					
0	1.7	7.5	27.1	44.3	19.5
Frequency	19	83	302	493	217
1-10	1.7	6.8	23.3	51.5	16.7
Frequency	7	27	93	206	67
11-20	2.2	7.5	28.0	45.2	17.2
Frequency	2	7	26	42	16
21-30	3.7	7.4	18.5	25.9	44.4
Frequency	1	2	5	7	12
31-40	0.0	0.0	14.3	57.1	28.6
Frequency	0	0	1	4	2
41-50	0.0	0.0	66.7	33.3	0.0
Frequency	0	0	2	1	0
Income (from job) Dollars					
0	0.3	6.6	25.8	46.2	21.2
Frequency	1	26	101	181	83
1-10	0.0	6.8	27.3	46.6	19.3
Frequency	0	6	24	41	17
11-20	0.0	4.6	24.1	41.4	29.9
Frequency	0	4	21	36	26
21-30	0.0	7.6	14.1	58.7	19.6

APPENDIX II

Frequency	0	7	13	54	18
31-40	1.0	10.3	24.7	44.3	19.6
Frequency	1	10	24	43	19
41-50	2.0	9.3	26.0	45.3	17.3
Frequency	3	14	39	68	26
51-60	1.6	6.5	27.4	48.4	16.1
Frequency	2	8	34	60	20
61-70	3.8	7.6	28.6	44.8	15.2
Frequency	4	8	30	47	16
71-80	5.0	10.0	19.2	46.7	19.2
Frequency	6	12	23	56	23
81-90	3.3	3.3	32.8	44.3	16.4
Frequency	2	2	20	27	10
91-100	4.2	6.3	31.3	39.6	18.8
Frequency	4	6	30	38	18
101-125	0.0	6.8	41.1	38.4	13.7
Frequency	0	5	30	28	10
126-200	5.6	8.5	28.2	43.7	14.1
Frequency	4	6	20	31	10
201+	0.0	8.7	30.4	43.5	17.4
Frequency	0	2	7	10	4
Income (allowance) Dollars					
0	2.0	7.9	28.0	46.6	15.4
Frequency	17	66	234	389	129
1-10	0.0	5.5	25.6	45.1	23.8
Frequency	0	22	102	180	95
11-20	1.9	9.4	21.1	44.6	23.0
Frequency	4	20	45	95	49
21-30	2.9	4.3	15.7	61.4	15.7
Frequency	2	3	11	43	11
31-40	6.7	10.0	26.7	46.7	10.0
Frequency	2	3	8	14	3

APPENDIX II

41-50	6.3	6.3	12.5	31.3	43.8
Frequency	1	1	2	5	7
51-60	0.0	0.0	33.3	66.7	0.0
Frequency	0	0	1	2	0
61-70	0.0	0.0	50.0	50.0	0.0
Frequency	0	0	1	1	0
71+	10.0	10.0	50.0	30.0	0.0
Frequency	1	1	5	3	0
Income					
No money					
from either					
source	1.0	5.8	28.2	49.5	15.5
Frequency	1	6	29	51	16
Type of School					
Non-Public	0.6	3.2	25.8	44.5	25.8
Frequency	1	5	40	69	40
Public	1.9	7.7	26.2	46.0	18.2
Frequency	30	119	406	713	283
Region					
East	3.1	7.6	30.6	41.3	17.4
Frequency	11	27	109	147	62
South	1.5	5.8	26.4	43.3	23.0
Frequency	7	27	123	202	107
Midwest	1.1	8.1	24.6	48.2	18.1
Frequency	6	46	140	274	103
West	2.2	7.6	23.5	50.5	16.2
Frequency	7	24	74	159	51